

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5040 S. Price Rd., Tempe, AZ 85282

Tempe Accelerated Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Abelardo Batista
 Schedule : 07:00 AM to 08:00 PM
 Grades : 9-12
 2005 Enrollment : 380
 Web Address : www.leonagroup.com
 Phone Number : (480) 831-6057
 Fax Number : (480) 831-6095
 E-mail : abelardo.batista@leonagroup.com

Mission

Our mission is to provide a diverse and engaging education to each of our students by fostering the values of self-discipline and integrity that give this quality learning experience the potential to last a lifetime, employing a knowledgeable, caring, and capable faculty and staff, providing professional development, maintaining a safe, clean, and disciplined environment, serving the immediate needs of all students, upholding high expectations, strong community interests, and mutual respect.

School / Academic Goals

- ü All teachers will teach to the Arizona Academic Standards. Students will specifically associate the standards with learning objectives in preparation for AIMS. Technology standards will be aligned with curricula.
- ü PBS Academic Objectives include: An increase of one normal curve equivalent in two years on the TerraNova in reading and language arts; an increase of 20% in two years in the rate of students achieving passing grades.
- ü All students will improve AIMS Reading and Writing Scores by at least 20% yearly, through cross-curricular usage as well as additional English Department applications.
- ü All students will improve AIMS Math Scores by at least 10% yearly, through cross-curricular usage as well as additional Math Department applications.

Enrollment

October 1, 2004 School Year Student Enrollment : 426
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 380

Tempe Accelerated High School

Instructional Programs

- ü Positive Behavior Support Program (PBS)
- ü Vocational Education Business Program
- ü Accelerated Graduation Options
- ü Integrated Curriculum and Instruction
- ü SIOP Teacher Improvement Plan
- ü Individualized Graduation/AIMS Plans
- ü Honors Classes

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/22/2005
Last Day of School :	6/12/2006

Shared Responsibilities

School

Report cards are mailed two times per quarter, at midterm and the end of the quarter. Teachers provide a grade printout for students each week. Parents of absent students are notified by telephone. The school provides a safe learning environment. Parents are educated about the Positive Behavior Supports system and are encouraged to support the system at home as well.

Parents

Parents attend Information Meeting with students before starting school. Parents agree to participate in the Positive Behavior Supports program. Parents also agree at this time that they will assist in potential discipline issues and work with the school for the benefit of the student. Parents should communicate with the school to report absences and other issues in a timely fashion to better assist the student.

Transportation Policy

Students may drive to school; there is ample parking available. Parents may also transport their student/s to and from school. Students who need public transportation are issued bus passes at no cost to the student. A bus book is available in the school office.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü NCA Accreditation	2001
ü AZ WInterguard Independent Regional Champion	2004
ü Kiwanis Team Achievement Award	2005
ü National Honor Society	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	69846	91	92	100	663	663	699	64	64	21	13	13	11	21	21	49	2	2	18
All Students (Prior Year)	85	85	65934	100	100	100	456	456	492	81	81	43	13	13	18	6	6	24	0	0	15
Female	34	34	34328	89	89	99	662	662	702	71	71	19	5	5	12	24	24	51	0	0	18
Male	43	43	35509	91	93	100	664	664	696	58	58	23	19	19	11	19	19	48	4	4	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	43	43	23363	96	96	100	661	661	680	71	71	32	8	8	16	17	17	45	4	4	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	19	19	36421	79	79	99	669	669	714	46	46	12	31	31	8	23	23	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	76	76	62220	92	93	99	661	661	712	65	65	16	13	13	11	22	22	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	18	18	21421	58	58	92	667	667	686	62	62	35	15	15	15	15	15	43	8	8	7
Non-Economically Disadvantaged	59	59	48489	100	100	100	662	662	704	65	65	15	12	12	10	24	24	52	0	0	23

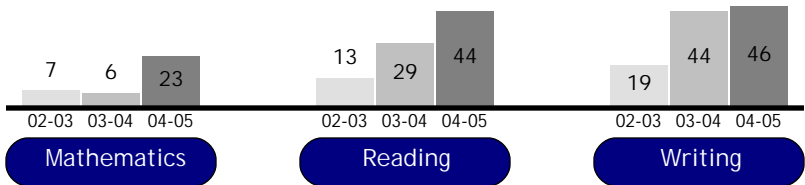
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	79	71311	89	89	100	671	671	694	8	8	7	48	48	21	44	44	63	0	0	9
All Students (Prior Year)	77	77	68162	100	100	100	475	475	509	47	47	18	25	25	24	25	25	51	4	4	8
Female	37	37	34899	90	90	100	675	675	700	5	5	5	55	55	19	41	41	66	0	0	10
Male	42	42	36430	88	88	100	668	668	688	12	12	9	42	42	22	46	46	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	41	41	24056	91	91	100	670	670	672	13	13	13	39	39	31	48	48	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	22	22	36841	81	81	99	679	679	713	7	7	3	47	47	12	47	47	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	77	77	63379	90	90	100	671	671	707	9	9	5	48	48	18	43	43	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	25	25	22243	64	64	93	669	669	677	13	13	14	50	50	32	38	38	51	0	0	3
Non-Economically Disadvantaged	54	54	49157	100	100	100	672	672	702	6	6	4	47	47	16	47	47	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	70868	87	87	100	665	665	688	13	13	5	42	42	23	44	44	63	2	2	9
All Students (Prior Year)	72	72	67629	94	94	100	488	488	524	39	39	22	17	17	16	44	44	59	0	0	3
Female	36	36	34710	88	88	99	674	674	697	5	5	3	43	43	19	48	48	66	5	5	12
Male	41	41	36176	85	85	100	657	657	678	19	19	7	41	41	27	41	41	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	40	40	23868	89	89	100	655	655	670	22	22	9	43	43	33	35	35	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	23	23	36710	85	85	99	673	673	702	0	0	2	47	47	15	47	47	69	7	7	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	75	75	63054	87	87	99	665	665	701	13	13	3	41	41	20	43	43	67	2	2	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	22	22	21994	56	56	92	667	667	673	13	13	10	31	31	36	56	56	52	0	0	3
Non-Economically Disadvantaged	55	55	48960	100	100	100	664	664	694	13	13	3	47	47	18	38	38	67	3	3	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	85	23	23	41	86	16	NA	42	100	31	31	51
	Language	87	14	14	42	93	11	11	42	100	30	30	50
	Mathematics	89	34	34	60	95	35	35	63	98	18	18	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Tempe Accelerated High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Positive Behavior Support Program
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Parent Education Workshops
- Ü School Improvement Design
- Ü Student Discipline Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	1	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Classroom Internet
- Ü Fitness Area (Cardio/Strength Training)
- Ü Academic Advising Department

Extracurricular Activities

- Ü Dance Program
- Ü Key Club
- Ü Fine Arts
- Ü Business Management Courses
- Ü Sports Programs
- Ü National Honor Society
- Ü Cheer Team
- Ü Skate Club

Social Services

- Ü Free Daycare
- Ü Positive Behavior Supports System
- Ü Adult ESL Classes
- Ü Civics/Life Skills Courses
- Ü Kiwanis Club

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü All curricula is aligned with the Arizona Academic Standards with the exception of Technology. Staff attended training on AIMS testing, comprehensive competency-based guidance, Career Pathways and the annual vocational conference.
- ü TAHS has met AYP standards and continues to be a performing school. The number of students passing AIMS increases every year in order to maintain performing school status.
- ü Students are offered AIMS preparation courses and ACT/SAT courses in order to better prepare students for the challenges they will face after they graduate from school.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Transfers Out Rates ⁵	54	12	12	17
Transfers In Rate ⁶	275	28	28	37
Stability Rate ⁷	45	87	87	82
Promotion Rate ⁸	59	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	17	0	1	6
Status Unknown ¹¹	7	0	1	4
Graduation Rate ¹²	63	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

TAHS has implemented a positive behavior supports system which is reserach based and shows that discipline probelms decrease while academic achievement increases. Students are actively taught how to behave appropriately and then rewarded when doing so. This program will be moitored and adjusted as needs arise. Time on task in class will increase while minor disruptions decrease.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Abelardo Batista	(480) 831-6057
Transportation Policy	Leticia Tovar	(480) 831-6057
Community Resources	Tiffani Motley	(480) 831-6057
School Nutrition Programs	Wafa' Safi-Hassan	(480) 831-6057
Parent Organization	Tiffani Motley	(480) 831-6057
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 380 Copies = \$145.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.